DOCUMENT RESUME

ED 120 498 88 CE 006 804

TITLE Coos County Careers in Fishing: Unit F#6 Grade 8. Project COULD: Career Orientation Utilizing Language Development.

INSTITUTION Coos County Intermediate Education District, North Bend, Oreg.

SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem.

PUB DATE 74

NOTE 41p.; For related documents, see CE 006 799-804 and ED 098 346-358

AVAILABLE FROM Project COULD, Coos County Intermediate Education District, 2405 Colorado Street, North Bend, Oregon 97459

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage

DESCRIPTORS Behavioral Objectives; *Career Awareness; Career Education; Career Exploration; *Curriculum Guides; Employment Interviews; *Employment Opportunities; *Fisheries; *Grade 8; Job Application; Junior High Schools; Language Development; Learning Activities; Occupational Guidance; Occupational Information; Vocabulary; Vocabulary Development

IDENTIFIERS Career Orientation Utilizing Language Development; Elementary Secondary Education Act Title III; ESEA Title III; Oregon (Coos County); *Project COULD

ABSTRACT

Project COULD (Career Orientation Utilizing Language Development) was developed as a means of building skills, knowledges, and attitudes on elementary children's previously acquired backgrounds. Children learn to speak the grammar and vocabulary characteristic of the language heard most frequently at home and in the immediate environment. A series of units of instruction were developed from the concepts and vocabulary of the industries indigenous to Coos County (Oregon). Each unit of the instructional guide is designed to promote vocational awareness, exploration, and language development. The eight-week unit focuses on employment opportunities, occupational interests, job application steps, the job interview, and employment vocabulary. Intended for grade 8, it is divided into eight sections: (1) a summary; (2) a unit outline; (3) project goals; (4) performance objectives; (5) vocabulary; (6) suggested learning activities (games, puzzles, and evaluation and followup activities); (7) lists of resource persons and materials (audiovisual and print media) and outlines for use by the resource person (suggestions and discussion topics); and (8) background information, suggested teacher reading, and a job description for an employment person. (Author/BP)

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CAREER ORIENTATION UTILIZING LANGUAGE DEVELOPMENT
ED120498
CE008804

PROJECT COULD

AN ESEA, TITLE III PROJECT SERVING COOS COUNTY, OREGON

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F #6
COOS COUNTY CAREERS IN FISHING
GRADE 8

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1974

PROJECT COULD

CAREER ORIENTATION UTILIZING LANGUAGE DEVELOPMENT

A PACE PROJECT

Elementary and Secondary Education Act of 1965

Project COULD was developed as a means of building skills, knowledges, and attitudes upon elementary children's previously acquired backgrounds. Children learn to speak the grammar and vocabulary characteristic of the language heard most frequently at home and in the immediate environment.

A series of units of instruction were developed from the concepts and vocabulary of the industries indigenous to Coos County. The intention was to promote vocational awareness, exploration, and language development for the students in grade 3 to 8.

The information in this unit was prepared for use at the eighth grade level for an approximate period of four weeks.

Materials prepared by Project COULD are available from the IMC of Coos County Intermediate Education District, 2405 Colorado Street, North Bend, Oregon 97459.

SCHEDULE OF UNITS

Grade Level	Fishing
Grade 3 Unit F #1	Harvesting Fish
Grade 4 Unit F #2	Harvesting Shellfish
Grade 5 Unit F #3	Seafood Processing
Grade 6 Unit F #4	Marketing Fish
Grade 7 Unit F #5	Fishing Ecology
Grade 8 Unit F #6	Coos County Careers in Fishing

This instructional guide is divided into eight sections. Each section is tabulated for easier use and quick reference.

Summary:

The intentions and reasoning for this program have been stated. For effective results, it is suggested that the teacher becomes totally familiar with the curriculum guide before beginning.

Outline:

This section gives an overall view of all of the sequenced units. Details of the information to be covered in this unit are specifically outlined.

Goals:

Objectives:

Activities:

These three sections are sequentially integrated to clearly define what activities are suggested for a particular objective and a particular goal. Each goal is numbered to correlate directly with objectives, activities and resources.

Vocabulary:

All terminology found in the unit, including particular occupations, is included in this section. Each term is defined. These definitions are intended for teacher use only.

Resources:

Locally produced material, Coos County resource people, books, pamphlets and commercially prepared media are listed with reference made to activity correlation.

Background:

This section contains additional material for teacher use.

COOS COUNTY CAREERS
UNIT F #6 OVERVIEW

The following outline represents the scope of the entire set of units (grades 3-8) for the category of DIVERSIFIED OCCUPATIONS. Only the outline for this unit is in its completed form.

SUGGESTED TIME: FOUR WEEKS
- Opportunities for employment: 7 days
- Occupational interest inventories: 2 days
- Steps in applying for a job: 5 days
- The job interview: 4 days
- Employment vocabulary: 4 days

(UNIT F #1) HARVESTING FISH

(UNIT F #2) HARVESTING SHELLFISH

(UNIT F #3) SEAFOOD PROCESSING

(UNIT F #4) MARKETING

(UNIT F #5) ECOLOGY

(UNIT F #6) COOS COUNTY CAREERS

A. Opportunities for employment
   1. Commercial fishing
   2. Processing
   3. Marketing
   4. Ecology

B. Occupational interest inventory
   1. How do you know where your interests lie?
   2. The inventory

C. Steps in applying for a job
   1. Personal inventory
   2. Check with references
   3. The resume
   4. The job application

D. The job interview
   1. Do's
   2. Don't's

E. Employment vocabulary
   (See vocabulary section of this unit)

OUTLINE

GOALS

1. To make the students aware of all the opportunities for employment on a seasonal and full time basis within the various portions of the commercial fishing industry of Coos County.

2. To make the students aware of the various instruments available which can help an individual determine his or her strengths in certain occupational areas of the commercial fishing industry.

3. To make the students aware of the certain procedures one should follow when applying for a job.

4. To make the students aware of the various do's and don't's relating to a job interview which can help the applicant.

5. To make the students aware of the various terms used to facilitate communication among those working in employment services within the fishing industry and the world work in general.

The intention of Project COULD units is to utilize the language arts areas of reading, writing, listening, and speaking, as the vehicles to promote vocational awareness and exploration. It is not to dictate language arts curriculum, but to suggest that the vocational areas under consideration do have unique languages and concepts.

It is assumed that the language development aspect of the activities will be commensurate with the on-going language arts programs of the students participating in the various units prepared by COULD.

PERFORMANCE OBJECTIVES

1. The learners will list the characteristics of the work for each portion of the commercial fishing industry in Coos County:

Portions of Fishing Industry	Characteristics Of The Work
Commercial fishing	Minimum qualifications
Processing	Physical demands
Marketing	Working conditions
Ecology	Aptitudes
	Temperament
	Chances for promotion
	Full, part time or seasonal work

2. Given an occupational interest inventory, the learners complete the inventory and determine their area of highest occupational interest within the fishing industry.

3. The learners will prepare themselves to apply for a job of their choice from within the commercial fishing industry of Coos County by performing the following steps:
   a. Making out a personal inventory sheet.
   b. Checking with people you wish to use as reference.
   c. Making out a resume or personal data sheet.
   d. Filling out a job application form.

4. The learners will roll-play a job interview demonstrating their knowledge of the following do's and don't's of job interviews:

DO'S	DON'T'S
Dress neatly	Beg for a job
Be well groomed	Play hard guy
Be truthful	Withhold information
Answer questions asked by the interviewer briefly but fully.	

5. Given the vocabulary words as listed in the VOCABULARY section of this unit, the learners will:
   a. Construct a crossword puzzle
   b. Exchange puzzles with a friend and fill out his friend's puzzle
   c. Correct his own puzzle which was filled out by his friend.
   d. Complete this activity with at least 50% accuracy in the time limit set by the teacher.

THE DEFINITIONS PROVIDED ARE INTENDED FOR TEACHER USE. IT IS SUGGESTED THAT THE STUDENTS FORMULATE THEIR OWN DEFINITIONS THROUGH THE ACTIVITIES OF THIS UNIT.

VOCABULARY AND SPELLING

In this unit, 12 vocabulary words and 52 key occupations are discussed. These words and occupations can and should be used as a part of the spelling program in the classroom. You, as the teacher, are the best judge as to how this should be done in your classroom. No matter how you approach the matter remember that it is just as important to know how to spell the word as it is to know how to use it correctly in speaking.

MASTER VOCABULARY LIST

A permanent listing of all current vocabulary words should be available to the students at all times during the study of fishing. Having this list of words and their definitions readily available to the children on charts, the overhead projector, the blackboard or a vocabulary notebook will provide the children with an immediate reference should the need arise. A professional in-depth type of definition will not be nearly as valuable to the children as one that they have written, discussed and put on the master list themselves. If a definition is to be useful, it must be easily understood by the children.

VOCABULARY

APTITUDE	A natural ability or talent such as eye-hand coordination, spatial perception, manual dexterity, balance, etc.
COMMERCIAL FISHING	Fishing that is done on a large scale for the purpose of making a profit.
EMPLOYEE	The person hired by the firm, company or individual to do the work.
EMPLOYER	The person for whom people work; the person or company hiring the worker to do the job.
FISHERY	In this unit, the word will refer both to the act of fishing and the processing plant.
INTERVIEWER	The person giving or directing the interview.
OCCUPATION	The main business of one's life; a job is an occupation.
PERSONAL DATA SHEET	Another name for a resume.
PERSONAL INVENTORY	A detailed, realistic inventory of one's qualifications, interests, and any limitations one might have.
PROSPECTIVE	Expected, as in the prospective employer.
RESUME	A short account of a person's career and qualifications; usually made by an applicant for a job or position.
TEMPERAMENT	A person's social make up; his ability to do repetitive tasks for long periods of time, or his sense of humor.

KEY OCCUPATIONS

AQUATIC BIOLOGIST This worker does research of various types including market sampling, resource surveys, shrimp ground surveys, fish tagging, coastal river research, estuary management, and land use planning to determine the best ways to obtain an optimum yield from our fisheries.

BACKER Will operate the hoist which brings the tote boxes full of crab from the boat to the dock. He will use the hand lift jack and the hyster to dump the crab onto the grading table. He may either remove the backs from the crab and use his thumb to push on the heart, killing the crab or he will scoop the gills and guts out of crab that has been backed and crack the crab in half on the edge of the table, throwing the halves into the cooker. May use a net to dip the cooked crab out of the cooling tank and place them to drain in the crab boxes and pile these boxes onto a skip and use a hand lift jack to take them in to the pickers.

BOOKKEEPER She keeps track of all of the bills to be paid and makes out the workers' paychecks. She may also be responsible for putting prices on the customer's orders and sending them a bill for purchased seafood.

CANNER Weighs the pans of meat and enters the weight and pickers on a tally sheet. Takes the pans full of crab meat and dumps them into the washing pot, then scoops the meat out with a colander and places it on the counter to drain. He then places the colanders on the packing table. Also operates the can sealing machine.

CAPTAIN He is the boss aboard the vessel. He must know all there is about piloting the boat, the electronic equipment, the fishing gear and the best fishing grounds, taxes on commercial fishermen and be able to do all the jobs aboard the boat as well as or better than his workers.

CARPENTER Reads the blueprints to find out what type of finish work is to be done to the interior of the deck house. Uses carpentry tools to construct the cabinets, bunks, and chart tables for the cabin. Installs these in the boat. May also do any remodeling that has to be done to the deck houses of older boats, such as enlarging the gally, or adding a bunk.

COOKER This is the man responsible for feeding and the proper operation of the shrimp cooking machine. He makes service checks and cleans the machine.

DECK HAND	This is the man who does most of the physical labor aboard the boat. He is responsible for helping the captain rig the gear at the beginning of the season, for rigging the gear for fishing that day, and taking in the gear at the end of the fishing trip. He is responsible for getting the caught fish on board the boat and icing them or making sure that they are refrigerated properly. He also does any processing of the fish that is done aboard the boat as well as the sorting.
DOCK WORKER, CRAB	The dock worker is responsible for running the winches which bring the tote boxes from the boat to the dock and using the hand lift jack and winches to lift the boxes to the grading table. He also will use the hand lift jacks and hyster to move the shipping boxes back to the dock area when they have been filled; he weighs and places lids on these boxes and lowers them into the water to await shipment. He will bring the boxes back up to the dock, remove the lid and use the hyster to load the shipping boxes onto the trucks for shipment to market. May use a hand lift jack to remove loads of canned crab from the blast freezer and a hyster to take them to the loading area, where they will be loaded onto the trucks.
DOCK WORKER, BOTTOM FISH	Moves the fish from the boat to the dock using a winch, weighs, and sometimes ices the fish. Loads the ice crusher. Uses a hyster to move the fish or tote boxes from the dock to the processing plant. Loads the processed fish on the truck using the hyster.
DOCK WORKER, SHRIMP	The worker activates the winch which brings the shrimp boxes to the dock and places 10 boxes on a skip and puts a layer of crushed ice on each box. Another dock worker moves the skip to the plant, weighs and records the fish catch and takes the skip to a cold or holding room.
DOCK WORKER, FISHERY	The main job of the dock worker in this end of the fishery process is to read the invoice and load the correct number of boxes of fish onto the truck being used to transport the fish to markets. He uses the hyster and a hand lift jack to move the loads and places them into the trucks.
DUMPER	In a non-automated shrimp picking process, he will take the baskets of cooked shrimp into the shrimp picking room and dump the shellfish on the picking tables. He then returns the basket to the cooker.

ELECTRICIAN	Reads the blueprints to find where the wiring must be installed in the new boat. He then wires the boat and installs all of the electronic equipment to be used aboard.
EMPLOYMENT PERSON	There is one occupation that is constant from one portion of the industry to another, the job of the employment person, whether he be the manager, fillet manager, floor lady or what have you. This person is responsible for hiring all of the workers needed to meet the demands of that portion of the industry. He may require personal inverviews, resumes, or just an informal chat. In any event, he is usually good at judging the capability of the worker to do the work for which he is applying and he is interested in helping the worker get a good job.
EXPERIMENTAL BIOLOGICAL TECHNICIAN	This man is assigned the duty of helping other workers at the Oregon Fish Commission Field Lab. He will record information collected during the different research studies being made. He also helps prepare and repair any equipment to be used during the research.
FILLETER	Cuts the meat from the fish and the skin from the meat. Throws the carcass and the rest of the fish onto the conveyor belt leading to the mink feed hopper. Weighs and records her work, then dumps the fish into a hopper in the packing room.
FILLET FLOOR LADY	Is the supervisor of all the ladies working in the fillet room. Teaches the new workers their job and sees that all of the rest of the workers have something to do and are working as fast as they can. May weigh and tally each worker's fillets or rex or watch as they do this job. Runs the conveyor belt leading from the hopper outside the fillet room into the room and past the filleters.
FILLET MANAGER	This person is head of the loading and packaging of fresh and frozen fish to be shipped to market. He takes orders by phone from the fish broker and gives directions to the laborers to make sure that the fish is removed from the cold rooms and placed in wet locks to be put in the wet room to await shipping. When the truck comes in, he will supervise the loading of the shipment.
FISH CUTTER	This person is responsible for cutting up the fish for smoking or canning at the market. He or she may also use the fish cutting machine to cut off meat to be packed into the cans.

FLOOR LADY	Is the foreman of all the ladies at the fishery. She is responsible for training the new pickers as well as hiring and firing them. She makes sure that all the workers have something to do for both the shrimp and crab rooms. She is paid by the hour.
GRADER, CRAB	He sorts the crabs into three different uses; the strongest and most lively crabs that can live through the shipping are placed in shipping boxes to be sent live to market; the weaker and less lively crabs that would not live through the trip to market are placed in baskets to be cooked in the shell, packaged and sold in markets as shell crab; the weaker crab or those that are smaller and damaged (such as missing legs) are passed on to the backer to be cooked for meat crab, or crab that will be canned.
CRADER, OYSTER	Empties oysters from the five gallon baskets into the washing pot. Removes the oysters by pouring them onto the grading table where he or she sorts the oysters according to size, discarding any discolored or damaged ones. Places the oysters in jars and cans and stamps or sticks a label to the container. They place lids on the jars or place the cans into the can sealing machine and place a lid on the can and activate the machine which automatically vacuum seals the lid to the can.
ICE HOUSE WORKER	Is responsible for the making of the block ice used at the plant. He fills the cans with water and places them in the refrigerated brine. When frozen, he will remove them and place them in the thawing tank and finally remove the ice from the cans and stack it in the ice pile.
LABORER, FISHERY	This is a starting position in the fishery. The worker will do any moving of fish from the cold room to the packing area and may ice down the wet locks and packs the fish for shipping. He will move the boxes into the wet room to await delivery and may remove the boxes again when the trucks arrive.
LABORER, MARKET AND/OR CANNERY	The beginning worker in the market or cannery does a number of things from cleaning fresh fish that has been brought by the market from the fishermen to running the smoke house, from icing fish to be placed in the cold room to packing cans of fish into boxes and marking them before placing them into the store room.
LABORER, SHIPBUILDING YARD	This worker may do anything from clean up to replacing one of the workers who works at another job and is ill for a time. Will work into an apprentice type job if he shows the willingness to learn the jobs at the yard.

LABORER, OYSTER FARM May do any of various assigned jobs around the farm. Can use the clippers to cut the oysters from the planting sticks, load boxes onto and off from the barge, do clean up and help load oysters aboard the truck for delivery.

MACHINIST These men are responsible for making parts of the boat and/or adapting commercial pieces of machinery to fit a particular boat or piece of equipment. He may have to build parts for the throttle control or a winch plate. These men also install these parts as well as the motor, hydraulic systems, shaft and other equipment on the boat.

MANAGEMENT BIOLOGIST This worker does research into proposed structures that are applied for to be put in the estuaries, rivers, streams, and lakes in the county. He may also be involved in shad and striped bass research aimed at determining the best way to provide the optimum yield from that fishery.

MANAGER-ASSISTANT MANAGER, MARKET These positions are held by the workers with the most experience in the market. The worker must know how to do any of the jobs in the market as well as or better than the worker doing the job. He is the boss when the owner is not around.

MARINE EXTENSION AGENT This worker is responsible for keeping the fishermen and other interested people in the county informed on proposed regulations on the fishing industry, environmental problems which arise, and how these problems will affect the people living in the county. He will propose possible solutions to the environmental problems and help people organize their thoughts and channel them to the proper decision making groups of the state and federal governments. He tries to get different groups to do environmental studies in this area.

PACKAGER Sifts through the washed crab meat to remove any shells which may remain and put the meat into the cans. Fills the can about 1/2 full of body meat and the rest of the way with leg meat.

PACKER This person is responsible for placing the processed fish in containers ranging from cans to boxes and plastic bags. Some graders must sift through shell fish meat to remove any remaining shell, while others perform the dual function of grading and packing.
Other packers place the cans from the retort basket on the table and check the seals on them. They stamp the date of the cooking on the can. If there is time, he places the label of the market on the can. He or she then places the cans in cartons and takes them to the store room to await sale.

PAINTER	Is responsible for painting any part of the new or old boat that must be painted. He must know a great deal about marine paints and painting technique.
PICKERS	Bang the half crab against the side of the stainless steel pan, shaking the meat loose from the shell. May take pan to the scales hourly after sifting through to remove any excess shell. Then returns with a new pan to crack the leg shells and remove the leg meat in a similar manner to the body. Follows the same process in weighing the leg meat.
PIPE FITTER	Places all the pipes in the new boat from a blueprint. Lays out all the pipes and makes all the couplings, joints and sleeves necessary to connect the pipes. May use plastic pipes because of ease of installation wherever possible.
PLANTER, OYSTER	May help load the boxes of laden planting sticks onto the barge and the loading of the boxes into the smaller boats at the beds. Pushes the planting sticks into the bottom of the bed.
PURCHASING AGENT, SHIPYARD	Orders all materials needed in the boat building yard. Is responsible for checking the price of all materials that come into the yard and seeing that those materials not immediately used are stored in a place which is easily accessible to the worker when he needs that part. Makes bids on the materials needed to build new boats and uses price books to look up the prices on all materials.
REFRIGERATION ENGINEER	Is responsible for keeping the refrigeration machinery running, servicing the machine and making any necessary adjustments.
SALES CLERK, FISHING SUPPLY STORE	Orders stock for the store and prices it when it comes in. Helps sell the stock to the fishermen and helps them find what they are looking for. Sells fishing licenses to people and takes inventory of the stock on the shelves. Uses the cash register to ring up purchases and the adding machine to add up large purchases.
SALES CLERK, FISH MARKET	This person is responsible for meeting the public in the market and selling the fish. She will help the customer with any selection problems they may have and ring up the purchases. She then wraps or packages the purchases and makes change. She may be responsible for cleaning out the display cases, ordering fresh fish from the commercial fishermen, in which case she will make out the ticket for the purchase.

SECRETARY	She answers the telephone and takes dictation for letters. She types these letters and keeps files of information and correspondence received by and sent from the plant. She may be assigned the task of making out the work schedule for all the workers in the plant and contacting foreman to tell them about jobs that are to be done. She takes messages from the boss and makes sure that they get to the proper worker and uses various office machines to do her work.
SECRETARY-BOOKKEEPER	Answers the phone and types any letters that have to go out. May make copies of papers to be duplicated on various copy machines and takes care of any mail that comes into the yard. Makes out bills to send to customers and sees that bills for purchased materials are paid. Also makes out payroll for the workers at the yard.
SHRIMP FLOOR LADY	Is the foreman for the picking room. She is responsible for the work of all the women in the shrimp picking room. Though her duties vary from plant to plant, she may blow a whistle every hour to tell the pickers to bring their shrimp to be weighed and do the actual weighing.
SHUCKER, OYSTER	Removes the oyster from the shell by inserting the knife between the halves of the shell near the point that they are attached and cutting the reductor muscle. Uses the shucking knife to cut the meat from the shell and places it in a five gallon bucket which he or she will take to the washing pot when full.
STOCK BOY, FISHING SUPPLY STORE	Puts the stock on the shelves or in the storeroom. Makes out licenses for the fishermen and may wait on customers during the busy periods. Unloads the bait which is purchased by the store for resale to the fishermen and wraps it in cellophane, stacking it in the freezer.
STRINGER, OYSTER	Strings the spat to the planting stick, three shells per stick, by placing a wire through the hole in the shell and the stick.
TRUCK DRIVER	This person is the driver of the delivery truck for the wholesale and retail market. He drives to the customer and may unload the truck.
WEIGHER	Takes the fish and weighs it on a scale. He or she may record the weight on a tally sheet along with the name of the packer, boat, or species of fish.
WELDER AND SHIP FITTER	The man who works at these jobs is responsible for reading the blueprints and making patterns from them. He must cut out the metal parts and tack them together.

The finish welder takes these parts and assembles them into larger components which form the boat. The specialty welder must have a certain amount of artistic ability to make the more specialized parts of the boat. These parts may be made of stainless steel or other exotic metals.

WHOLESALE-RETAIL MARKET OWNER

This person is the owner and boss of all those that work at the market. He may do any of the jobs at the market and must know both the selling and buying ends of the business. He probably has the most experience of any of the workers at the store.

RESOURCE PEOPLE LISTED IN THE RESOURCE SECTION OF THIS UNIT SHOULD BE CONTACTED AT LEAST ONE WEEK IN ADVANCE OF THEIR VISIT. THEY SHOULD HAVE AVAILABLE AN OUTLINE OF THE MATERIAL YOU WISH COVERED AND A LIST OF ANY EQUIPMENT YOU WOULD LIKE TO HAVE THEM BRING. (IF ONE OF THE CHILDREN'S PARENTS COULD BE USED AS A RESOURCE PERSON, THIS MAY BE BENEFICIAL TO THAT STUDENT AND THE CLASS AS A WHOLE.)

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1st Week	5-A 5-B 1-A 1-B 5-C 1-B	5-D 1-C 1-D 1-E 1-B	1-F 1-G 1-H 1-B	1-F 1-G 1-H 1-B	1-F 1-G 1-H 1-B
2nd Week	1-I	1-J 1-K (Test for Obj 1.)	2-A 2-B 2-C 2-D	2-E 2-F (Test for Obj 2.)	3-A 3-B
3rd Week	3-C	3-C 3-D	3-E 3-F 3-G	3-G 3-H (Test for Obj 3.)	4-A 4-B 4-C 4-D
4th Week	4-E 4-F	4-E 4-F	4-E 4-F 4-G (Test for Obj 4.)	5-E 5-F	5-F 5-H (Test for Obj 5.)

The numbers on the calendar refer to activities on the following pages, which parallel objectives and goals. These are <u>suggested</u> activities which the instructor is free to modify and/or improvise.

1-A (Correlates with Activity 5-B and 5-C) Begin this unit by viewing selected media listed below:

16mm Sound Film: Coos County Fisheries: An Overview.

Instruct the students to list some of the occupation titles of those jobs they might like to work in to make their living.

ALTERNATE ACTIVITY: Begin this unit by asking questions such as the following to help the students recall jobs available in the commercial fishing industry:

What types of jobs do you think would be found in the commercial fishing industry?

What would this worker be called?

What type of work does he do?

1-B FOLLOW UP: Accept volunteers to list job titles they saw in the media presentation. Encourage the students to elaborate upon why they think they would like such a job. Ask questions such as the following to help the students begin to think about minimum qualifications which must be met in order to obtain a job:

What would be the least amount of education you could have to get this job?

Would you have to have any training before you could be hired?

Write the words "aptitude" and "temperament" on the chalkboard or the overhead projector. Accept volunteers to define these words (Allow the use of a reference book if necessary). Write the definitions on the chalkboard or overhead projector after the corresponding word.

What aptitudes should you have to do well at the job you selected?

Temperament?

Allow the students to view the following films for a more detailed look at the job they are interested in:

16mm Sound Films; COULD prepared:

Coos County Fisheries: An Overview
People Who Process Seafood
People Who Market Seafood
Fishing for Crab and Dragging for Shrimp
Protecting Aquatic Life: The Environmental Biologist
Fishing Coos County Style

1-C (Correlates with Activity 5-D) Suggest that the class listen to the COULD prepared audio tape recording entitled

The Fishing Industry: What Prospective Employers Want From Their Workers

Hand out to each student at least four copies of the worksheet (see the following pages) and place the following subdivisions of the fishing industry on the chalkboard or overhead projector:

Commercial Fishing
Processing
Marketing
Ecology

Instruct the class to take notes on the characteristics of the work for each portion of the industry.

ALTERNATE ACTIVITY: Group Work: Accept volunteers or assign students to the following groups:

Commercial Fishing
Processing
Marketing
Ecology

Hand each student at least four copies of the worksheet (see the following pages) and instruct the groups to listen to the portion of the COULD prepared audio tape recording entitled

The Fishing Industry: What Prospective Employers Want From Their Workers

relating to their group and take notes. When they have finished, instruct the students to transfer their notes to the COULD prepared overhead transparency master entitled

Work Characteristics.

This activity could be carried on over a period of several days, each group being assigned to a specific time to use the tape and recorder.

ALTERNATE ACTIVITY: Invite resource speakers from each of the following portions of the fishing industry to visit the class:

Commercial Fishing
Processing
Marketing
Ecology

A phone call can be made to confirm the date and time of the visit. Then send the speaker the resource outline. Hand each student a copy of the worksheet (see following pages) and instruct them to take notes during the presentation. Allow time for a question and answer period. This activity can be carried on as a class or small group activity correlating with Activity 1-C Alternate Activity: Group Work.

1-D Listen to the COULD prepared audio tape recording entitled

The Fishing Industry: What Prospective Employers Want From Their Workers

or to the resource person's talk.

1-E FOLLOW UP: Use the COULD prepared overhead transparency master entitled

Work Characteristics

Instruct the groups to use their notes to fill out the transparency describing the characteristics of work in that portion of the industry. Then allow each group to present their information to the rest of the class. Allow time for note taking and a question and answer session.

ALTERNATE ACTIVITY: Small Groups: Allow each of the four groups to present their information to the rest of the class using the COULD prepared overhead transparency master entitled

Work Characteristics

and the overhead projector. Allow time for note taking and a question and answer session.

1-F ENRICHMENT ACTIVITY: Some of the students may wish to make up a master list or chart of the work characteristics of the work in all four portions of the fishing industry. The chart could be mounted on a bulletin board for future reference.

1-G ENRICHMENT ACTIVITY: Some of the students might enjoy making posters showing the work done in that portion of the fishing industry and including a slogan which would encourage people to seek employment in that area. A discussion of advertising techniques could be inserted as part of this activity. The posters could be mounted on the bulletin board from Activity 1-F.

WORKSHEET AND TRANSPARENCY MASTER

WORK CHARACTERISTICS

_____
Portion of the Industry

MINIMUM QUALIFICATIONS

PHYSICAL DEMANDS

WORKING CONDITIONS

APTITUDES

TEMPERAMENT

CHANCES FOR PROMOTION

FULL, PART TIME, OR SEASONAL WORK

1-H ENRICHMENT ACTIVITY: Some of the students might enjoy writing short radio spots which would encourage people to seek employment in one of the four areas of the fishing industry. A discussion of advertising techniques could be inserted as part of this activity. When the spots have been written up, the students could tape record them. The tape could be played for the class and used as a basis for evaluative sessions on what types of advertising techniques were used and how well the spot met the criteria for that technique.

1-I ENRICHMENT ACTIVITY: GAME: CHALLENGE

Teacher Preparation----None.
Procedures----------Two teams stand in separate lines facing each other on opposite sides of the room. Team A gives a work characteristic to the first person in line for Team B. The first person in Team B must answer with the corresponding name of that portion of the industry to which the work characteristic applies. If his answer is correct, it is then his turn to give a work characteristic to the second member of Team A. Follow this procedure, alternating teams, until each pupil has had a chance to give a work characteristic to the other and respond with the name of a portion of the fishing industry.
Rules----------If the member called upon can not provide a work characteristic, that responsibility then goes to the other team. For each correct response, a point is given to that team. Set a time limit for answers and allow no team "help". A correct answer can be any portion of the industry to which that work characteristic applies. If the wrong answer is given, the person giving the work characteristic must say "Wrong". The chance to answer correctly then goes to the next person on the same team. (If the answer is correct, the teacher may wish to instruct the giver of the work characteristic to signify by saying "Right", "Correct", or "Point".)

1-J ENRICHMENT ACTIVITY: In a class discussion ask the students to point out how the work characteristics in each portion of the industry are alike. List these likenesses on the chalkboard, overhead projector, or a piece of paper. Repeat the procedure by asking how the work characteristics differ from one portion of the industry to another.
Again, list the differences.

1-K EVALUATION ACTIVITY: (Test for Goal and Objective 1): The learners will list the characteristics of the work for each portion of the commercial fishing industry in Coos County:

Portions of Fishing Industry	Characteristics of the Work
Commercial Fishing	Minimum Qualifications
Processing	Physical Demands
Marketing	Working Conditions
Ecology	Aptitudes
	Temperament
	Chances for Promotion
	Full, Part Time, or Seasonal Work

2-A Ask the students questions such as the following to help them begin to think about possible ways of finding where their occupational interests really lie:

Which of these jobs in the fishing industry would you like to have? Why?
Would you like to spend the rest of your working life doing this job? Why, or why not?
When you say, "I want to be a _____," on what do you base your decision?
What does the term "occupation" mean? (Accept volunteers to look up and/or define the term.)
What is an occupational interest?
Is there a better way to find out where your occupational interests lie than the ways we have been discussing? What are they?

2-B Inform the students that there are many different types of occupational interest inventories which they can use to help them better determine their areas of occupational interest. Suggest to the class that they take one such inventory. Then pass out the occupational preference inventory booklets and answer pads to each student. Instruct the students to read the directions silently to themselves as you read them aloud to the class. Allow time for a clarification of directions and then allow the students to complete the inventory. Move about during the work period to observe the students' work and make sure the directions are being followed.

2-C As each student finished the test, instruct him or her to follow the directions on the back of the answer pad in scoring their own inventory.

2-D When the students have finished scoring their inventory, hand out the profile sheets. Read the instructions to the class or have them read the directions silently. Instruct the class to follow the directions in making out their own occupational interest profile.

2-E Show the class the COULD prepared transparency entitled Occupational Preferences In The Commercial Fishing Industry. Explain to them that the left hand column shows occupation areas from the inventory and the right hand column shows the related occupations in the commercial fishing industry. Instruct the students to list the one area of their highest score on a sheet of paper and write down the occupations shown for that area of interest. NOTE: Since this inventory will show interest areas in some areas of employment not directly covered by the units in this project, instruct the students to select only scores from the following areas of their profile sheet: outdoor, mechanical, computational, scientific, persuasive, social service, and clerical. Their highest score may not be in these areas, but these are the major ones which pertain to the commercial fishing industry in Coos County.

2-F EVALUATION ACTIVITY (Test for Goal and Objective 2): Given an occupational interest inventory, the learners complete the inventory and determine their area of highest occupational interest within the fishing industry.

TRANSPARENCY MASTER (25)

OCCUPATIONAL PERFERENCE IN THE COMMERCIAL FISHING INDUSTRY

OCCUPATIONAL INTEREST AREAS	JOBS IN THE INDUSTRY	JOBS IN THE INDUSTRY
Outdoor	Aquatic Biologist	Oyster Planter
	Management Biologist	Stringer
	Experimental Biological Technician	Corker
	Captain	Laborer
	Deck Hand	Machinist
	Dock Worker	Painter
		Welder & Ship Fitter
Mechanical	Stringer	Refrigeration Engineer
	Laborer	Truck Driver
	Planter	Deck Hand
	Backer	Mechanic
	Picker	Painter
	Dock Worker	Yard Foreman
	Dumper	Captain
	Filleter	Carpenter
	Packer	Corker
	Canner	Electrician
	Shucker	Machinist
	Fish Cutter	Pipe Fitter
	Welder & Ship Fitter	Fishery Mechanic
	Ice House Laborer	
Computational	Fillet Manager	Aquatic Biologist
	Purchasing Agent	Management Biologist
	Manager	Bookkeeper
	Asst. Manager	Experimental Biological Technician
	Cooker	Pipe Fitter
	Grader	Machinist
	Weigher	Sales Clerk
	Carpenter	
	Ship Fitter	
Scientific	Aquatic Biologist	Management Biologist
	Experimental Biological Technician	Marine Extension Agent
Persuasive	Sales Clerk	Stock Boy
	Purchasing Agent	Yard Foremen
	Fillet Manager	Manager
	Asst. Manager	Marine Extension Agent
	Management Biologist	
Social Services	Marine Extension Agent	
Clerical	Secretary	Bookkeeper
	Purchasing Agent	Asst. Manager
	Experimental Biological Technician	Sales Clerk
		Manager

3-A Conduct a class discussion about job applications using questions such as the following: (List the students' ideas on the chalkboard or the overhead projector.)

Each of you has selected an area of occupational interest in the commercial fishing industry of Coos County. If you decided to apply for one of the jobs in your area of occupational interest, how would you begin?

What types of information do employers ask for on an application form?

What things does an employer talk about during a job interview?

What qualities does an employer look for in a job applicant? (Appearance, personality, manners, truthfulness)

Help the class conclude that they need more information about how to apply for a job.

3-B Suggest to the students that some research on the proper way to apply for a job would be helpful. Hand out the pamphlet entitled So Now You're On Your Own.

Accept volunteers from the class to read passages aloud.

3-C Discuss with the class the value of making out a personal inventory using questions such as the following:

Why should a person go to all the trouble of making a personal inventory?

In what ways does it help you know what you can or cannot do?

How does it help the employer to know what jobs you have held before?

Would this information be helpful in filling out a job application form? In what way?

Suggest to the class that they select an occupation from their area of highest interest from within the fishing industry and pretend they are going to apply for that job. Also suggest that it might be best to first list all their qualifications and any background experience. Instruct the students to write out a personal inventory following the example in the pamphlet on pages two through four. NOTE: Obviously the students will not be able to fill out an inventory as complete as the sample, especially the section (II) on education. Instruct the class to use their Junior High years to supply the information needed. Move around the class helping individuals who are having difficulties.

3-D ENRICHMENT ACTIVITY: Accept volunteers from the class to read their personal inventories aloud. Allow the class to comment about completeness and/or make recommendations for adding or deleting information.

3-E Conduct a class discussion about the proper method of obtaining and utilizing reference people by asking questions such as the following:

What is the difference between a work reference and a personal reference?

Who might be best qualified to give a work reference? A personal reference? Why?

How can you be sure these people will provide you with a reference? (Call and ask, or visit them.)

Why is it wise to let these people know what job you are applying for before they are asked to write a letter of reference?

3-F Suggest that the students now proceed with their job applications. Ask the students of what value a personal data sheet or resume, such as the sample of page seven of the pamphlet, would be to an employer. List their ideas on the chalkboard or overhead projector. Then instruct the students to use the information from their personal inventory to compile a personal data sheet or resume. NOTE: It is preferred by businessmen that the resume be in a typewritten form. Use your discretion in requiring that the students have this assignment typed.

3-G Instruct the students to use their personal inventories and data sheets to fill out a job application form for the job they have selected. Tell them to keep in mind the fact that in order to obtain the job they wish, they may first have to apply for a lesser or beginning job and work toward a promotion to the desired position. Hand out the job application forms from the RESOURCE section of this unit to the students. Instruct them to fill in the company name and the position for which they are applying. When the assignment has been completed, instruct the students to staple their resume to the front of the job application and turn both in to the teacher. These may be mounted on a bulletin board in the classroom after evaluation by the teacher.

3-H EVALUATION ACTIVITY (Test for Goal and Objective 3): The learners will prepare themselves to apply for a job of their choice from within the commercial fishing industry of Coos County by performing the following steps:

a. Making out a personal inventory sheet
b. Checking with people you wish to use as reference
c. Making out a resume or personal data sheet
d. Filling out a job application form

4-A Write the term "job interview" on the chalkboard or the overhead projector. Ask for volunteers to define this term. Then ask questions such as the following to help the students begin thinking about what a job interview might be like:

Have any of you ever had a job interview? Tell the class about it.

If no students have ever had a job interview, ask the following questions:

What do you think a job interview would be like?
What questions do you think the interviewer would ask? Why?
What type of person do you think the interviewer is? Explain.
How should you act during the interview? Explain.

4-B Suggest to the class that they view the 16mm Sound Film entitled

Jobs and Interviews: Getting Started

to learn more about job interviews. Instruct the students to list the do's and don't's of a job interview.

ALTERNATE ACTIVITY: Suggest that the students listen to the COULD prepared audio tape recording entitled

Do's and Don't's Of The Job Interview

to learn more about job interviews. Instruct the students to list the do's and don't's of a job interview.

4-C View the 16mm film entitled

Jobs and Interviews: Getting Started.

ALTERNATE ACTIVITY: Listen to the COULD prepared audio tape recording entitled

Do's and Don't's Of The Job Interview.

4-D FOLLOW UP: Accept volunteers from the class to list the do's and don't's of a job interview on the chalkboard or the overhead projector. Encourage the volunteers to explain why they feel these are good or bad ideas.

4-E Suggest to the class that they roll-play job interviews. Allow each student to have a job interview. Instruct them to turn in their resumes and job application forms at the time of the interview to the interviewer. These interviews may be made in front of the class and followed by a general evaluation period. In selecting an interviewer, the teacher has available a number of human resource possibilities. These people are listed below:

PRINCIPAL: Since this person makes employment decisions within the school, solicit his aid as an interviewer.

LISTED RESOURCE PEOPLE: These people are the ones in charge of employment at their places of business or can tell you a great deal about the subject. Allow those children to be interviewed who are applying for a job within that portion of the industry.

SUPERINTENDENT'S STAFF: There is usually someone on the staff of the superintendent for your district who interviews prospective employees. Solicit his or her help as an interviewer.

OREGON STATE EMPLOYMENT DIVISION: Contact this agency and explain your needs.
THE TEACHER: The teacher may wish to roll-play the part of the interviewer, although the children may not feel the apprehension possibly present with a stranger in this same position.
NOTE: Allow the students at least a days preparation so that they may dress and groom appropriately for this interview.

4-F FOLLOW UP: Allow the students and the interviewer to evaluate the job interview. Instruct the class to determine how well the person being interviewed followed the do's and don't's as listed in Activity 4-D.

4-G EVALUATION ACTIVITY (Test for Goal and Objective 4):
The learners will be able to roll-play a job interview demonstrating their knowledge of the following do's and don't's of job interviews:

DO'S	DON'TS
Dress neatly	Beg for a job
Be well groomed	Play hard guy
Be truthful	Withhold information
Answer questions asked by the interviewer briefly but fully.	

5-A Hand a copy of the vocabulary words as listed in the VOCABULARY section of this unit. Instruct the students to define the words as they progress with their study of this unit.

5-B Words to define from the media listed in Activity 1-A:
Commercial fishing
Fishery
Occupation
Place these words on the chalkboard and ask the students to define them from the media presentation.

5-C FOLLOW UP: Accept volunteers from the class to define the terms as listed in Activity 5-B. The teacher should transfer the words and their definitions to the master list or allow some students to do this task.

5-D (Correlates with Activity 1-C, 1-D, and 1-E) Place the title
The Fishing Industry: What Prospective Employers Want From Their Workers on the chalkboard or the overhead projector. Then ask the class questions such as the following:
What is the difference between this word (employer) and the word "employee"? List the definitions.
What does this word (prospective) mean? List.
Who might be a prospective employer? A prospective employee?

5-E In a class discussion, ask questions such as the following to help the students begin thinking about how crossword puzzles are constructed:
Have any of you ever worked a crossword puzzle? (Ask for a show of hands)
What things make up a crossword puzzle? (Lines form a grid across and down definitions, blackened squares, etc.)
Draw a grid on the chalkboard or overhead projector and list from five to ten current words from other areas of the curriculum. Ask for volunteers to place the words somewhere within the grid. If the students try to place across words or down words directly adjacent to one another, remind them that the letters must form words both across and down. Fill in all unused squares. When the words have been placed in the grid, number the across words, then the down words, bu placing numbers in the boxes containing the first letter of each word. Accept volunteers to write out or tell the definitions to first the across words and place them on the chalkboard or overhead projector. Repeat the procedures with the down words. Add to or repeat the procedure if necessary until the students feel they can construct their own puzzle.

5-F Hand each student two pieces of graph paper with at least 1/2" squares. Then write the following instructions on the chalkboard or overhead projector, or give them orally to the students:
a. Draw the lines of the puzzle.
b. Put the words in the squares you have drawn.
c. Number the box containing the first letter of each down word.

d. Number the box containing the first letter of each across word.
e. Fill in all the unused squares with crayon or pencil.
f. On a separate sheet of paper, list the definitions for all of the across words and number them to fit the puzzle.
g. Do the same thing for the definitions for the down words.
h. Copy your puzzle onto the other sheet of graph paper, but this time leave out the letters so your puzzle will be ready for someone else to do.

Instruct the students to exchange their puzzles and the definitions with a friend and clear their desks of everything else but a pencil. Then tell the students to complete their friend's puzzle and return it to him or her to correct. A time limit should be set by the teacher for this activity.

5-G EVALUATION ACTIVITY (Test for Goal and Objective 5):
Given the vocabulary words as listed in the VOCABULARY section of this unit, the learners will:
a. Construct a crossword puzzle.
b. Exchange puzzles with a friend and fill out his friend's puzzle.
c. Correct his own puzzle which was filled out by his friend.
d. Complete this activity with at least 50% accuracy in the time limit set by the teacher.

COULD PREPARED MATERIALS

	Activity No.
16mm Sound Films:	
Coos County Fisheries: An Overview	1-A, 1-B
People Who Process Seafood	1-B
People Who Market Seafood	1-B
Fishing for Crab and Dragging for Shrimp	1-B
Protecting Aquatic Life: The Environmental Biologist	1-B
Fishing Coos County Style	1-B
Audio Tapes:	
The Fishing Industry: What Prospective Employers Want From Their Employees.	1-C,1-D, 5-D
Do's and Don't's Of the Job Interview.	4-C
Transparencies:	
Occupational Preferences In The Commercial Fishing Industry.	2-E
Work Characteristics	1-E

RESOURCES

COMMERCIALLY PREPARED MATERIALS

	Activity No.
16mm Sound Films:	
Jobs and Interviews: Getting Started	4-B, 4-C, 4-D

PRINTED MATERIALS:

PAMPHLETS:

So Now You're On Your Own, Oregon Board of Education	3-B, 3-C 3-F

RESOURCE SPEAKERS

The following people have consented to act as resource people. They should be contacted a few weeks in advance of their visit to give them time to prepare for their presentation and gather materials needed.*

NAME	OCCUPATION	PHONE NO.
FISHERY EMPLOYMENT:		
Tom Peterson	Owner: Peterson's Seafood	888-3251
Kerry Cox	Bandon Fisheries	347-2409
Larry Nelson	Manager: Eureka Fisheries	888-3248
Graydon Stinnett	Owner: Bandon Fisheries	347-2118
BOATBUILDING:		
Bill Hillstrom	Owner: Hillstrom's Shipbuilding	269-1115
Jack Wilski	Manager: Nelson's Log Bronc	269-5101
FISHING SUPPLY STORES:		
David Hansen	Owner: Hansen's Landing	888-3855
RETAIL MARKETING:		
Doug Stafford	Owner: Chuck's Seafood	888-4235
Carl Woods	Owner: Curly's & Irene's Seafood	888-4600
Mr. Jackson	Owner: Superior Seafood and Grocery	267-4423
OYSTER FARMING AND FISHING:		
Larry Qualman	Owner: Qualman's Oyster Farm	888-3145
Fred Anderson	Captain: The Betty A.	888-3646
Buzz Taylor	Captain: (not known)	888-4122
Bill Szabo	Captain: Lucky Strike	888-4511
ECOLOGY:		
Bill Barss	Aquatic Biologist	888-3771
Bob Mullen	Aquatic Biologist	888-3771
Bruce Mate	Marine Extension Agent	267-7009
OTHER:		
Oregon State Employment Agency		269-9356

*Some parents of the students in your classroom may be able to serve you as resource speakers. If this is the case, they should be contacted.

RESOURCE OUTLINE: EMPLOYMENT IN THE FISHING INDUSTRY AND RELATED FIELDS

DATE OF VISIT:_____

TIME OF VISIT:_____

SCHOOL AND ADDRESS:_____

SCHOOL PHONE:_____

TEACHER'S HOME PHONE:_____

TEACHER:_____ _____

Teacher circle one:

COMMERCIAL FISHING PROCESSING MARKETING ECOLOGY

Below are a list of things that you could discuss with the students to help them get a better idea of the jobs available to them in the portion of the fishing industry that you represent and some of the things you do, as a prospective employer, look for in a job applicant:

A. The types of jobs available by title in your portion of the commercial fishing industry.
B. The type of work involved in the jobs.
C. Minimum qualifications for obtaining work in this portion of the industry.
   1. Education
   2. Training
   3. Experience
D. Physical demands made on the worker
E. Working Conditions
   1. Noise
   2. Hazards
   3. Hours
   4. Inside or outside work
F. Aptitudes needed to work in this portion of the industry
   1. Coordination
   2. Quickness with figures (math)
   3. Office skills
   4. Mechanical skills
G. Temperament
   1. Ability to supervise people.
   2. Ability to do repetitive tasks for long periods of time
   3. Working closely with other people
   4. Persuasiveness
H. Chances for promotion
   1. Good
   2. Fair
   3. Poor
   4. What characteristics gain an employee a promotion?
I. Work status
   1. Full time jobs
   2. Part time jobs
   3. Seasonal jobs

Today, in Coos County, the second largest industry is that of commercial fishing. Though it seems relatively small to the casual observer, it contributes over $10 million a year to the local economy. Commercial fishing boats can be seen daily making their runs to sea for seafoods such as shrimp, crab, sole, rockfish, perch, tuna, and salmon. Their runs will take them as close in as the surf line or as far out as 50 or 60 miles; as far north as the mouth of the Columbia River, or as far south as Baja California and the Gulf of California. Yet at the end of a season, or even at the end of a day, these voyagers return home to our own county. Some have holds brimming with fish, others have only the money they have earned from landings sold to fisheries other than those in our county. In either case, these men and their families bring home tales of fishing and the sea which make the true outdoorsman long for such freedom.

It should not be thought that the fishermen have an easy life. Their day begins before sunrise seven days a week as they go to their boats and await the proper tide or a break in the weather. Even with good weather promised by the rising sun and calm winds, he has no guarantee of having a good day or days of fishing. The weather may be perfect, but the fish might not be where they were last season or even the day before. To help them find the fish and avoid the hazards which could damage their equipment, thousands of dollars worth of electronic gear is purchased and installed on a boat which could cost anywhere from two to fifty thousand dollars. Even with a well equipped boat and good electronic equipment, if the fish are not plentiful, he will not catch much. Fish populations running in cycles, industrial pollution, foreign fishing fleets and governmental restrictions on the fishery all propose an awesone barrier to the man who is trying to make his living from the sea.

But there are good years and seasons when these men return to the fishery with holds of fish to sell to these processors. These landings or catches provide an immediate need for workers to prepare the fish to be sold fresh and employ hundreds of crab backers, pickers, dock workers, shrimp pickers, filleters, supervisory and technical personnel, and truck drivers. Secretaries and bookkeepers keep track of orders for fresh and frozen seafood from the Canadian to the Mexican borders, dispatch trucks and in general, organize, calculate and file all of the paperwork, and records necessary to keep this $7 million a year portion of the fishing industry going. Most fisheries employees are, like the fishermen, dependent upon the landings for their income. Their work is usually seasonal and mostly part time. Weather, population cycles, foreign fleets, industrial pollution and especially mechanization determine the amount of work available to them both now and in the future.

Local markets sell the processed seafood to customers both in our county and all up and down the west coast. They vary in size from the small crab stands to the retail market which processes as well as cans both commercial and custom orders, to the large wholesale fisheries who supply these markets. In general, it can be said that the local customer wants fresh seafood and is willing to pay more for his purchase than he would for the same commodity in a frozen state from the local supermarket. It is for this reason that local fish markets pride themselves in supplying the freshest and best seafood available in the county. They may wholesale their products to retail establishments such as grocery stores, supermarkets and restaurants, but the real expert in helping the discerning customer select that just right seafood for a specific occasion still remains in the seafood market.

Since these markets and all their employees depend upon the supply of seafood provided them by the local fishermen, they too are concerned with the productivity of the commercial fishery. To supplement their sale of fresh fish on a seasonal basis, many markets sell groceries, souveniers and/or canned and smoked fish as well as other frozen or prepared seafood products. Some perform a function of route deliveryman all over the county to other retail customers who may buy just any fresh fish they think they can sell.

The only jobs in the commercial fishery which are more permanent and on going all year are those of the salaried employees in the fisheries and markets or those involved in protecting the fishery environment in our county. It is upon the latter people that the continued optimum productivity of the fishery depends. Their job is to research the productivity of our fisheries and place restrictions upon the industry when they determine a certain practice, structure or continued fishing method might endanger a specific fish population. Their work is to protect the ecology of the fishery and still help the commercial fisherman make his living. The compromises to be made are sometimes tougher than the actual physical labor to be performed in the research backing these decisions.

Also relating to the industry are a number of service occupations. Though not directly a part of the commercial fishing industry, boatbuilding and fishing supply stores provide much of the essential equipment and repairs necessary to sustain the commercial fishing fleet of our county. Within the supply stores, occupations are limited to those of the owner-manager, sales clerk and stock boy. The boatbuilding industry, by contrast, offers a most wide variety of occupational possibilities ranging from unskilled laborer to the highly skilled jobs of machinist, ship fitter and electrician. These services occupations also depend upon the success of the commercial fisherman in making his living from the sea.

It is into such a job market that the prospective employee enters when he decides upon an occupation in the commercial fishing industry. In general, educational requirements for each portion of the industry range from as low as part time work for grade school and middle school students as stringers, stock boys, etc., to women with business training in high school and college and men with vast training in refrigeration, electronics, and marketing techniques. The median requirement seems to fall within the seventh and eighth grade levels of education, but the age requirement would move this to age 16 as a minimum. Most of the jobs require no special training; just the desire to learn the job and do it as well as or better than the next worker. It is upon this concept that the chances for promotion are based and become quite good throughout the industry.

One person remains to be discussed in the fishing industry in Coos County and he or she is probably the most important to the prospective employee; the employment person or personnel manager. Though throughout the industry, his title may range from captain to manager to owner, his job is usually the same; to fill the available positions within the industry with the most capable person willing to work for the wages offered. His job, in part, is to provide himself or his company with the most capable and productive workers he can find. He is sincere about his screening of job applicants and usually a good judge of a

person's capabilities. But he can not do all the background work himself. The prospective employee must make some effort to show his desire to compete for the job for which he is applying. Occupational interest testing, completing a personal inventory, resume and job application and a truthful job interview are all part of the process of helping a prospective employer get to know more about the job applicant. It is to the purpose of familiarizing the student with this process that Unit F #6 is directed.

On the following page is a brief summary of the job of the man or woman in charge of employment for the different portions of the fishing industry and a short list of suggested reading for the teacher.

Suggested Teacher Reading

Background on Oregon's Marine Industry, Extension Circular 750, Cooperative Extension Service, O.S.U., Corvallis, 1970.

A Summary of Environmental Factors Affecting Oregon Estuaries, O.S.U., Marine Advisory Program, O.S.U., Corvallis, 1970.

EMPLOYMENT PERSON

OCCUPATIONAL DESCRIPTION

This person is in charge of accepting job applications and interviewing all prospective workers in that particular portion of the commercial fishing industry. He may have other jobs such as owner, manager, or captain. In each case his job is to provide for himself or his company the most capable and productive workers he can find.

EQUIPMENT

Resumes, and job applications.

MINIMUM QUALIFICATIONS

Education: For the industry there are no specific educational requirements.
Training: This person has usually worked for the company or for himself for a long period of time. He usually has a great deal of experience in all the occupations available and what work they entail.

PHYSICAL DEMANDS AND WORKING CONDITIONS

This will depend upon the regular job that the person has. It will most probably be an indoor job with few if any hazards. It may require that the worker have above average physical strength and endurance or only average strength.

WORKER CHARACTERISTICS

Aptitudes: The worker should have the ability to judge the character and the work ability of job applicants from their letters of reference, resumes, and job interviews. He should enjoy and be interested in other people.
Temperament: The worker should be able to get along well with other people and enjoy helping them find work.

CHANCES FOR PROMOTION

In the fishing industry, this man could be promoted to whatever position was above the one that he now holds since he can hold almost any high level job.